

READING ADVANTAGE © 2005

Level C

correlated to

**District of Columbia
English Language Arts
Standards
Grades 6-10**



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Reading Advantage Level C © 2005
correlated to
District of Columbia English Language Arts Standards
Grade 6

Strand 1: Language Development

Discussion

Grade 6 Standards	Reading Advantage Level C
6.L.1. Apply understanding of agreed-upon rules and individual roles in order to make decisions, including eliciting and considering suggestions from each group member, defining individuals' roles and responsibilities, and for coming to consensus.	Teacher's Edition: xi, 10, 24, 31, 36, 41, 48, 64, 67, 77-78, 83, 90, 100, 106, 114, 123, 131-132, 138-139, 140, 145, 153, 162, 164, 168-169, 174, 181, 185, 192, 194, 198, 205, 212-213, 220, 223, 227, 235-236, 244, 251, 258-259, 264-265, 272, 284, 290-291, 297, 304-305, 307, 310-311, 317-318, 325, 335, 342, 349, 357-358, 364-365

Questioning, Listening, and Contributing

Grade 6 Standards	Reading Advantage Level C
6.L.2. Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) and nonverbal messages (e.g., posture, gestures).	This standard is not covered.
6.L.3. Identify the tone, mood, and emotion conveyed in oral communication.	Teacher's Edition: 19, 36, 53, 74, 86, 103, 126, 148, 164, 176, 209, 255, 307, 313, 320, 360
6.L.4. Restate and execute multi-step oral instructions and directions.	This standard is not covered.

O r a l P r e s e n t a t i o n

Grade 6 Standards	Reading Advantage Level C
6.L.5. Create a rubric (scoring guide) based on categories generated by the teacher and students (content, presentation style) to prepare and assess the presentations listed in this section.	This standard is not covered.
6.L.6. Give oral presentations with focus, organization and point of view, matching purpose, message, occasion, voice modulation, and nonverbal elements to the audience.	Teacher's Edition: 36, 127, 149, 159, 185, 277, 313, 361

V o c a b u l a r y D e v e l o p m e n t

Grade 6 Standards	Reading Advantage Level C
6.L.7. Determine the meaning of unfamiliar words using knowledge of Greek and Latin roots (annus, aqua) suffixes (e.g., itis, osis), and prefixes (e.g., multi, dis, anti, hyper, syn).	Teacher's Edition: 78, 118, 126, 132, 154, 169, 170, 184, 199, 227-228, 273, 276, 326, 330, 338, 350
6.L.8. Apply such context clues as definition, example, and restatement to determine the meaning of unfamiliar words and words with multiple meanings.	Teacher's Edition: 11, 32-33, 52, 84, 124, 221, 222, 236-237, 344, 359
6.L.9. Determine the meaning of figurative language, including similes, metaphors, personification, and grade-level-appropriate idioms.	Teacher's Edition: 92
6.L.10. Identify the meanings, pronunciations, alternate word choices, and parts of speech of words using dictionaries, glossaries, thesauri (printed and electronic), and other resources.	Teacher's Edition: 115, 139, 140, 163, 254, 298

Strand 3: Informational Text

Expository Text

Grade 6 Standards	Reading Advantage Level C
6.I.1. Identify and analyze main ideas, supporting ideas, and supporting evidence.	Teacher's Edition: 23, 26, 77, 79, 113, 18, 168, 170, 175, 198, 200, 212, 214, 284, 286, 305
6.I.2. Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, glossary, index, bibliography).	Teacher's Edition: 6, 14, 20, 8, 37, 45, 54, 62, 68, 75, 81, 87, 98, 104, 110, 120, 128, 136, 142, 150, 160, 166, 172, 178, 190, 195, 202, 210, 216, 224, 232, 242, 248, 256, 262, 268, 282, 288, 294, 302, 308, 315, 322, 332, 340, 346, 354, 362
6.I.3. Identify and use organizational structures in text, including chronological order, compare and contrast, cause and effect, logical order, and classification schemes.	Teacher's Edition: 39, 43, 89, 92, 106, 108, 174, 176, 218, 222, 250-251, 254, 296-297, 300, 310, 342, 344, 364, 368

Document and Procedural Text

Grade 6 Standards	Reading Advantage Level C
6.I.4. Identify the components (e.g., directions, legend, illustrations, diagram, sequence, bold face print, headings) of document and procedural text.	Teacher's Edition: 6, 14, 20, 8, 37, 45, 54, 62, 68, 75, 81, 87, 98, 104, 110, 120, 128, 136, 142, 150, 160, 166, 172, 178, 190, 195, 202, 210, 216, 224, 232, 242, 248, 256, 262, 268, 282, 288, 294, 302, 308, 315, 322, 332, 340, 346, 354, 362

Argument and Persuasive Text

Grade 6 Standards	Reading Advantage Level C
6.I.5. Identify the intended effect of persuasive strategies and rhetorical techniques (e.g., peer pressure, emotional appeal, exaggeration, repetition) that the author uses to influence readers' perspectives.	Teacher's Edition: xviii, 82-84, 85, 164, 260, 349
6.I.6. Recognize arguments for and against an issue.	Teacher's Edition: 85, 134, 356

Strand 4: Literary Text

Connections

Grade 6 Standards	Reading Advantage Level C
6.LT.1. Analyze the relevance of the setting (e.g., time, place, and situation) to the mood and tone of the text.	Teacher's Edition: 158, 324

Genre

Grade 6 Standards	Reading Advantage Level C
6.LT.2. Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme scheme, line breaks, alliteration, consonance, assonance, rhythm, repetition, and figurative language).	Teacher's Edition: 35, 52, 102, 108, 170, 240, 246, 276, 312, 344, 368

Theme

Grade 6 Standards	Reading Advantage Level C
6.LT.3. Apply knowledge of the concept that theme, whether stated or implied, refers to the main idea and meaning of a selection.	Teacher's Edition: 52, 53, 123, 159, 227

Fiction

Grade 6 Standards	Reading Advantage Level C
6.LT.4. Describe incidents that advance plot, explaining how each incident gives rise to the next or foreshadows a future event.	Teacher's Edition: 30, 35, 36, 126, 150, 154, 226, 230, 330
6.LT.5. Provide examples of all the aspects of the setting (time, place, situation) in a literary selection.	Teacher's Edition: 151, 158, 330

Literary Nonfiction

Grade 6 Standards	Reading Advantage Level C
6.LT.6. Describe the organization and elements (point of view, themes, supporting ideas, logical connections) of personal essays, speeches, and autobiographical or biographical sketches.	Teacher's Edition: 39, 43, 290, 292, 310

Poetry

Grade 6 Standards	Reading Advantage Level C
6.LT.7. Respond to and analyze the effects of figurative language (personification, metaphor, simile, hyperbole) and graphics (capital letters) in order to uncover the meaning of a poem.	Teacher's Edition: 35, 240

Drama

Grade 6 Standards	Reading Advantage Level C
6.LT.8. Identify author's use of dialogue and description.	Teacher's Edition: 31, 32, 127

Style and Language

Grade 6 Standards	Reading Advantage Level C
6.LT.9. Identify and analyze the importance of shades of meaning in determining word choice in a piece of literature.	Teacher's Edition: 65, 140, 252, 254

Traditional Narrative and Classical Literature

Grade 6 Standards	Reading Advantage Level C
6.LT.10. Identify stylistic elements such as hyperbole, refrain, and simile in traditional literature.	This standard is not covered.

Strand 5: Research

Grade 6 Standards	Reading Advantage Level C
<p>6.R.1. Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects:</p> <ul style="list-style-type: none"> • Define the need for information and formulate open-ended research questions. • Initiate a plan for searching for information. • Use an expanded range of print and electronic resources (atlases, data bases, on-line resources). • Gather relevant information through interviews. • Evaluate the relevance of information. • Locate specific information within resources by using indexes, tables of contents, electronic search key words. • Communicate about basic technology components using appropriate vocabulary related to external and internal computer or other technology operations. • Organize and present research using the Standards in the Writing strand. • Provide appropriate documentation in a consistent format. • Evaluate the research project as a whole. 	<p>Teacher's Edition: 19, 27, 44, 61, 74, 80, 93, 103, 127, 149, 159, 185, 201, 215, 223, 241, 255, 266, 277, 287, 293, 300, 307, 313, 339, 345, 353, 361</p>

Strand 6: Writing

Imaginative / Narrative Writing

Grade 6 Standards	Reading Advantage Level C
<p>6.W.1. Write stories that demonstrate careful placement of descriptive details about setting, characters, and events in stories.</p>	<p>Teacher's Edition: 11, 17, 139, 169, 220, 222, 292, 326, 330, 343</p>

E x p o s i t o r y W r i t i n g

Grade 6 Standards	Reading Advantage Level C
6.W.2. Write explanations of a process that <ul style="list-style-type: none"> • group ideas and place them in logical order, and • include details to ensure process is understandable. 	Teacher’s Edition: 135, 335, 336
6.W.3. Write research reports that: <ul style="list-style-type: none"> • frame a key question about an issue or situation, • group ideas and place them in logical order, and • include facts and details that illuminate the main ideas. 	Teacher’s Edition: 61, 74, 103, 246, 339
6.W.4. Write persuasive essays that support the position with organized and relevant evidence.	Teacher’s Edition: 85, 134, 163, 260, 360

R e v i s i o n

Grade 6 Standards	Reading Advantage Level C
6.W.5. Revise writing to improve level of detail and precision of language after determining where to add sensory detail and rearrange text.	This standard is not covered.

S t r a n d 7 : M e d i a

Grade 6 Standards	Reading Advantage Level C
6.M.1. Identify persuasive and propaganda techniques used in television; identify false and misleading information.	Teacher’s Edition: 82-84, 85, 86
6.M.2. Analyze media as information provider, entertainer, persuader, informer, and transmitter of culture.	Teacher’s Edition: 61
6.M.3. Create multimedia presentations using computer technology, including graphics and animation.	Teacher’s Edition: 222, 330, 369

Strand 8: English Language Conventions

Grade 6 Standards	Reading Advantage Level C
6.EL.1. Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).	Teacher's Edition: 17
6.EL.2. Identify and use prepositional phrases, appositives, and independent and dependent clauses to elaborate ideas.	This standard is not covered.
6.EL.3. Expand or reduce sentences (adding or deleting modifiers, combining or de-combining sentences).	This standard is not covered.
6.EL.4. Identify and use simple and compound sentences.	This standard is not covered.
6.EL.5. Identify and employ correct usage <ul style="list-style-type: none"> • present perfect, past perfect, and future perfect tense • subject-verb agreement with compound subjects • indefinite pronouns • elimination of fragments and run-ons 	This standard is not covered.
6.EL.6. Spell frequently misspelled words correctly according to usage (e.g., their, they're, there).	Teacher's Edition: xix, 126, 148, 170



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District of Columbia English Language Arts Standards
Grade 7

Strand 1: Language Development

Discussion

Grade 7 Standards	Reading Advantage Level C
7.L.1. Know and apply rules for formal and informal discussions, including planning agendas, setting time limits for speakers, and taking votes on key issues.	Teacher's Edition: xi, 10, 24, 31, 36, 41, 48, 64, 67, 77-78, 83, 90, 100, 106, 114, 123, 131-132, 138-139, 140, 145, 153, 162, 164, 168-169, 174, 181, 185, 192, 194, 198, 205, 212-213, 220, 223, 227, 235-236, 244, 251, 258-259, 264-265, 272, 284, 290-291, 297, 304-305, 307, 310-311, 317-318, 325, 335, 342, 349, 357-358, 364-365

Questioning, Listening, and Contributing

Grade Level Expectations for Grade 6	Reading Advantage Level C
7.L.2. Ask probing questions designed to elicit purposeful information, including evidence to support the listener's claims and conclusions.	Teacher's Edition: 36
7.L.3. Determine the speaker's attitude or point of view toward the subject.	Teacher's Edition: 164
7.L.4. Distinguish between a summary of and an advocacy of a position in an oral presentation.	This standard is not covered.

O r a l P r e s e n t a t i o n

Grade 7 Standards	Reading Advantage Level C
7.L.5. Create a rubric (scoring guide) based on categories generated by the teacher and students (content, organization, presentation style) to prepare and assess the presentations listed in this section.	This standard is not covered.
7.L.6. Present critiques of literary works, films, or dramatic productions using various techniques for effective presentations, matching message, voice modulation, inflection, tempo, enunciation, and expression.	Teacher's Edition: 61, 223, 260

V o c a b u l a r y D e v e l o p m e n t

Grade 7 Standards	Reading Advantage Level C
7.L.7. Use Greek and Latin roots and affixes to determine the meaning of content area vocabulary (e.g., in readings on pioneers of space, determine the meanings of the words astronaut and nautical using knowledge of Greek and Latin roots).	Teacher's Edition: 78, 118, 126, 132, 154, 169, 170, 184, 199, 227-228, 273, 276, 326, 330, 338, 350
7.L.8. Apply such context clues as cause and effect and comparison and contrast to identify the meaning of unfamiliar words and words with multiple meanings.	Teacher's Edition: 11, 32-33, 52, 84, 124, 221, 222, 236-237, 344, 359
7.L.9. Use context to confirm meanings of metaphors, similes, and idiomatic language in prose and poetry.	Teacher's Edition: 92
7.L.10. Determine the meanings, pronunciations, alternate word choices, parts of speech, or etymologies of words using dictionaries, glossaries, thesauri (printed and electronic), and other resources.	Teacher's Edition: 115, 139, 140, 163, 254, 298

Strand 3: Informational Text

Expository Text

Grade 7 Standards	Reading Advantage Level C
7.I.1. Identify the author's stated or implied purpose(s) for writing text.	Teacher's Edition: xviii, 9, 12, 40, 48, 64, 83, 106, 131, 144, 148, 162, 244, 284, 304, 349, 356
7.I.2. Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, glossary, index, bibliography, footnotes, introduction, conclusion).	Teacher's Edition: 6, 14, 20, 8, 37, 45, 54, 62, 68, 75, 81, 87, 98, 104, 110, 120, 128, 136, 142, 150, 160, 166, 172, 178, 190, 195, 202, 210, 216, 224, 232, 242, 248, 256, 262, 268, 282, 288, 294, 302, 308, 315, 322, 332, 340, 346, 354, 362
7.I.3. Apply knowledge of organizational structures of text to aid comprehension, including chronological order, comparison and contrast, cause and effect relationships, logical order, and classification schemes.	Teacher's Edition: xvi, 39, 43, 89, 92, 106, 108, 174, 176, 218, 222, 250-251, 254, 296-297, 300, 310, 342, 344, 364, 368

Document and Procedural Text

Grade 7 Standards	Reading Advantage Level C
7.I.4. Respond appropriately to a set of instructions and complete a task.	Teacher's Edition: 334, 335
7.I.5. Determine what information (e.g., steps in directions, legend, supplies needed, illustrations, diagram, sequence) is missing or extraneous in document and procedural text.	This standard is not covered.

Argument and Persuasive Text

Grade 7 Standards	Reading Advantage Level C
7.I.6. Describe the facts and evidence used to support an argument.	Teacher's Edition: 64, 65, 82, 83, 134, 162, 158
7.I.7. Identify specific instances of bias in persuasive text	Teacher's Edition: 85, 304

Strand 4: Literary Text

Connections

Grade 7 Standards	Reading Advantage Level C
7.LT.1. Relate a literary work to the period of its setting.	Teacher's Edition: 120, 125
7.LT.2. Analyze the connections among setting, characterization, conflict, plot, and/or theme.	Teacher's Edition: 18, 35, 52, 53, 154, 158, 159, 231, 226

Genre

Grade 7 Standards	Reading Advantage Level C
7.LT.3. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.	Teacher's Edition: 30, 35, 37-38, 39, 43, 52, 102, 108, 122-123, 126, 127, 150-151, 170, 174, 204, 218, 226, 240, 150-251, 254, 290, 296, 310, 312, 325, 330, 342, 344, 356, 360

Theme

Grade 7 Standards	Reading Advantage Level C
7.LT.4. Recognize multiple themes in a text and supply evidence from the selection.	Teacher's Edition: 52, 53

Fiction

Grade 7 Standards	Reading Advantage Level C
7.LT.5. Analyze plot development (e.g., conflict, rising action, falling action, resolution, subplots, flashbacks, parallel episodes) to determine whether and how conflicts are resolved.	Teacher's Edition: 30, 35, 36, 126, 150, 154, 226, 230, 330
7.LT.6. Describe a character based upon the thoughts, words, and actions of the character, the narrator's description, and what other characters say and do.	Teacher's Edition: 30, 35, 52, 127, 152, 158, 226-227, 230, 326, 330

Grade 7 Standards	Reading Advantage Level C
7.LT.7. Analyze the ways characters change or interact with others over time and give supporting evidence from the text.	Teacher's Edition: 18, 35, 52, 53, 154, 158, 159, 231

L i t e r a r y N o n f i c t i o n

Grade 7 Standards	Reading Advantage Level C
7.LT.8. Identify and describe the textual structures and features of a variety of texts, including the logical connective and transitional devices (essays, speeches, character sketches, memoirs).	Teacher's Edition: 39, 43, 290, 292, 310

P o e t r y

Grade 7 Standards	Reading Advantage Level C
7.LT.9. Analyze the characteristics and structural elements of a variety of poetic forms (e.g., epic, sonnet, ode, ballad, lyric, narrative poem, free verse, haiku).	Teacher's Edition: 35, 52, 102, 108, 170, 240, 246, 276, 312, 344

D r a m a

Grade 7 Standards	Reading Advantage Level C
7.LT.10. Analyze the similarities and differences in the presentations of setting, character, and plot in texts, plays, and films.	Teacher's Edition: 126, 127

S t y l e a n d L a n g u a g e

Grade 7 Standards	Reading Advantage Level C
7.LT.11. Identify and analyze how an author's use of words creates tone and mood.	Teacher's Edition: 66, 83, 85, 131, 144, 164, 304, 349

Traditional Narrative and Classical Literature

Grade 7 Standards	Reading Advantage Level C
7.LT.12. Identify similarities and differences in mythologies from different cultures (e.g., ideas of afterlife, roles of deities).	This standard is not covered.
7.LT.13. Identify the language styles of different characters in literary works.	This standard is not covered.

Strand 5: Research

Grade 7 Standards	Reading Advantage Level C
<p>7.R.1. Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects:</p> <ul style="list-style-type: none"> • Differentiate between primary and secondary source materials. • Integrate relevant information gathered. • Understand plagiarism and the ethics of writing (know what borrowing ideas from author's means). • Document information and quotations and use a consistent format for footnotes or endnotes. • Organize and present research using the Standards in the Writing strand. • Create documents using word-processing skills and publishing programs and create simple data bases and spreadsheets to manage information and create reports. • Use standard bibliographic format to document sources (e.g., MLA, APA, Chicago Style). 	<p>Teacher's Edition: 19, 27, 44, 61, 74, 80, 93, 103, 127, 149, 159, 185, 201, 215, 223, 241, 255, 266, 277, 287, 293, 300, 307, 313, 339, 345, 353, 361</p>

Strand 6: Writing

Imaginative / Narrative Writing

Grade 7 Standards	Reading Advantage Level C
<p>7.W.1. Write poems that use</p> <ul style="list-style-type: none"> • poetic techniques (alliteration, onomatopoeia, rhyme scheme), • figurative language (simile, metaphor, personification), and • graphic elements (capital letters, line length, word position). 	<p>Teacher's Edition: 36, 53, 67, 80, 171, 215, 241, 276, 312, 345, 369</p>

Expository Writing

Grade 7 Standards	Reading Advantage Level C
<p>7.W.2. Write summaries of literary or expository passages that</p> <ul style="list-style-type: none"> • group related ideas and place them in logical order, • contain main ideas and significant details of the passage, and • reflect the underlying meaning of the source. 	<p>Teacher's Edition: 79, 175, 230, 305, 326, 369</p>
<p>7.W.3. Write content-based research reports that</p> <ul style="list-style-type: none"> • frame a key question about an issue or situation, • group ideas and place them in logical order, • include details and explanations from more than one authoritative source, and • use quotations, footnotes or endnotes, and a standard format for works cited (e.g., MLA, APA). 	<p>Teacher's Edition: 61, 74, 103, 246, 339</p>
<p>7.W.4. Write persuasive essays that:</p> <ul style="list-style-type: none"> • state a clear position or perspective in support of a proposition or proposal, and • describe the points in support of the proposition employing well-articulated evidence. 	<p>Teacher's Edition: 85, 134, 163, 260, 360</p>

Revision

Grade 7 Standards	Reading Advantage Level C
7.W.5. Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.	This standard is not covered.

Strand 7: Media

Grade 7 Standards	Reading Advantage Level C
7.M.1. Interpret and evaluate the various ways visual image makers (graphic artists, illustrators, news photographers) represent meaning.	Teacher's Edition: 297, 300
7.M.2. Create multimedia presentations using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation, graphics).	This standard is not covered.

Strand 8: English Language Conventions

Grade 7 Standards	Reading Advantage Level C
7.EL.1. Recognize the basic patterns of English sentences (e.g., noun-verb, noun-verb-noun, noun-verb-noun-noun, noun-linking verb-noun).	This standard is not covered.
7.EL.2. Identify all parts of speech and types and structure of sentences.	Teacher's Edition: 17
7.EL.3. Recognize the makeup and function of prepositional phrases.	This standard is not covered.
7.EL.4. Use properly placed modifiers and the active voice.	This standard is not covered.
7.EL.5. Identify and use simple, compound, and complex sentences.	This standard is not covered.

Grade 7 Standards	Reading Advantage Level C
7.EL.6. Recognize appropriate use of pronoun reference.	This standard is not covered.
7.EL.7. Spell derivatives by applying knowledge of bases and affixes.	Teacher's Edition: xix, 78, 118, 126, 132, 154, 169, 170, 184, 199, 227-228, 273, 276, 326, 330, 338, 350



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District of Columbia English Language Arts Standards
Grade 8

S t r a n d 1 : L a n g u a g e D e v e l o p m e n t

D i s c u s s i o n

Grade 8 Standards	Reading Advantage Level C
8.L.1. Identify techniques to improve productivity of group discussions such as setting clear goals, understanding the purpose of the team project and the ground rules for decision-making, and setting deadlines.	Teacher's Edition: xi, 10, 24, 31, 36, 41, 48, 64, 67, 77-78, 83, 90, 100, 106, 114, 123, 131-132, 138-139, 140, 145, 153, 162, 164, 168-169, 174, 181, 185, 192, 194, 198, 205, 212-213, 220, 223, 227, 235-236, 244, 251, 258-259, 264-265, 272, 284, 290-291, 297, 304-305, 307, 310-311, 317-318, 325, 335, 342, 349, 357-358, 364-365

Q u e s t i o n i n g , L i s t e n i n g , a n d C o n t r i b u t i n g

Grade 8 Standards	Reading Advantage Level C
8.L.2. Analyze oral interpretations of literature (language choice and delivery) for effects on the listener.	Teacher's Edition: 19, 36, 53, 74, 86, 103, 126, 148, 164, 176, 209, 255, 307, 313, 320, 360
8.L.3. Paraphrase the speaker's purpose and point of view and ask relevant questions concerning a speaker's content, delivery, and purpose.	This standard is not covered.
8.L.4. Respond to persuasive messages with questions, challenges, or affirmations.	Teacher's Edition: 164

O r a l P r e s e n t a t i o n

Grade 8 Standards	Reading Advantage Level C
8.L.5. Create a rubric (scoring guide) based on categories generated by the teacher and students (content, organization, presentation style, vocabulary) to prepare and assess the presentations listed in this section.	This standard is not covered.
8.L.6. Present persuasive speeches that use appropriate techniques such as descriptions, anecdotes, case studies, analogies, and illustrations to advocate a position.	Teacher's Edition: 164
8.L.7. Distinguish and produce formal and informal language appropriate to the audience and purpose, including knowing how to use language for dramatic effect.	Teacher's Edition: 36, 127, 149, 159, 185, 277, 313, 361

V o c a b u l a r y D e v e l o p m e n t

Grade 8 Standards	Reading Advantage Level C
8.L.8. Know the origins and meanings of common foreign words used in English (e.g., ad infinitum, bon voyage, a la carte, carte blanche, deluxe, pro rate, quid pro quo) and use these words accurately.	Teacher's Edition: 78, 118, 126, 132, 154, 169, 170, 184, 199, 227-228, 273, 276, 326, 330, 338, 350
8.L.9. Monitor writing for unknown words or words with novel meanings, using word, sentence, and paragraph clues to determine meaning.	Teacher's Edition: 11, 32-33, 52, 84, 124, 221, 222, 236-237, 344, 359
8.L.10. Understand and explain "shades of meaning" for related words (e.g., annoyed, irritated, aggravated, irked, miffed, peeved, angry, irate, furious, enraged).	Teacher's Edition: 65, 140, 252, 254
8.L.11. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech or etymologies of words by using dictionaries, glossaries, thesauri, CD-Rom, and the Internet.	Teacher's Edition: 115, 139, 140, 163, 254, 298

Strand 3: Informational Text

Expository Text

Grade 8 Standards	Reading Advantage Level C
8.I.1. Compare (and contrast) the central ideas, problems, or situations from selected readings on a specific topic.	Teacher's Edition: 73, 236
8.I.2. Explain how author uses elements (e.g., language choice, organization) of text to achieve his purposes.	Teacher's Edition: 37, 39, 57, 64, 83, 89, 92, 100, 106, 108, 113, 134, 144-145, 148, 162, 164, 174, 176, 218-219, 222, 246, 250-251, 254, 290, 292, 296, 310, 344, 360, 364-365, 368
8.I.3. Distinguish between the concepts of theme in a literary work and author's purpose in an expository text.	Teacher's Edition: 9, 12, 40, 48, 52, 53, 64, 83, 106, 123, 131, 144, 148, 159, 162, 227, 244, 284, 304, 349, 356

Document and Procedural Text

Grade 8 Standards	Reading Advantage Level C
8.I.4. Evaluate the adequacy of details and facts to achieve a specific purpose.	Teacher's Edition: 335

Argument and Persuasive Text

Grade 8 Standards	Reading Advantage Level C
8.I.5. Recognize organizational structures and arguments for and against an issue.	Teacher's Edition: 85, 134, 356
8.I.6. Distinguish facts from opinions in selections such as editorials, newspaper articles, essays, reviews, and critiques, providing supporting evidence from the text.	Teacher's Edition: 64, 144, 162, 219, 258, 304
8.I.7. Compare and contrast readings on the same topic and explain how authors reach different conclusions based upon differences in assumptions, beliefs, or biases.	This standard is not covered.

Strand 4: Literary Text

Connections

Grade 8 Standards	Reading Advantage Level C
8.LT.1. Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting.	Teacher's Edition: 125

Genre

Grade 8 Standards	Reading Advantage Level C
8.LT.2. Identify and analyze the characteristics of various genres (e.g., poetry, short story, biography, drama) as forms chosen by an author to accomplish different purposes.	Teacher's Edition: 30, 35, 37-38, 39, 43, 52, 102, 108, 122-123, 126, 127, 150-151, 170, 174, 204, 218, 226, 240, 150-251, 254, 290, 296, 310, 312, 325, 330, 342, 344, 356, 360

Theme

Grade 8 Standards	Reading Advantage Level C
8.LT.3. Compare (and contrast) similar themes across a variety of selections, distinguishing theme from topic.	This standard is not covered.

Fiction

Grade 8 Standards	Reading Advantage Level C
8.LT.4. Determine how central characters' qualities influence the resolution of the conflict.	Teacher's Edition: 18, 35, 52, 53, 154, 158, 159, 231
8.LT.5. Interpret a character's traits, emotions, or motivations and provide supporting evidence from a text.	Teacher's Edition: 30, 35, 52, 127, 152, 158, 226-227, 230, 326, 330
8.LT.6. Analyze the influence of setting (e.g., time of day, place, historical period, situation) on the problem and resolution.	Teacher's Edition: 226

Literary Nonfiction

Grade 8 Standards	Reading Advantage Level C
8.LT.7. Evaluate the diction and word choice (voice, tone, imagery, metaphoric language, dialogue, exposition) of personal essays, speeches, character sketches, and memoirs.	Teacher's Edition: 300

Poetry

Grade 8 Standards	Reading Advantage Level C
8.LT.8. Analyze the effects of sound (alliteration, internal rhyme, rhyme scheme), figurative language (personification, metaphor, simile, hyperbole), and graphics (capital letters, line length, word position) to uncover the meaning in a poem.	Teacher's Edition: 35, 240

Drama

Grade 8 Standards	Reading Advantage Level C
8.LT.9. Identify and analyze element of setting, plot, and characterization in plays.	Teacher's Edition: 126

Style and Language

Grade 8 Standards	Reading Advantage Level C
8.LT.10. Draw conclusions about style, mood, tone, and meaning of prose, poetry and drama based on the author's word choice and use of figurative language.	Teacher's Edition: 35, 65, 140, 240, 252, 254

Traditional Narrative and Classical Literature

Grade 8 Standards	Reading Advantage Level C
8.LT.11. Identify conventions in epic tales (e.g., the quest, the hero's tasks, special weapons or clothing).	Teacher's Edition: 120, 127

Strand 5: Research

Grade 8 Standards	Reading Advantage Level C
<p>8.R.1. Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects:</p> <ul style="list-style-type: none"> • Differentiate between paraphrasing and using direct quotes in a report. • Understand the concept of plagiarism and how (or why) to avoid it and understand rules for paraphrasing, summarizing, and quoting as well as conventions for incorporating information from Internet-based sources in particular. • Organize and present research using the Standards in the Writing strand. • Compose documents with appropriate formatting using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation). • Document information and quotations and use a consistent format for footnotes or endnotes. • Use standard bibliographic format to document sources (e.g., MLA, APA, Chicago Style). 	Teacher's Edition: 19, 27, 44, 61, 74, 80, 93, 103, 127, 149, 159, 185, 201, 215, 223, 241, 255, 266, 277, 287, 293, 300, 307, 313, 339, 345, 353, 361

Strand 6: Writing

Imaginative / Narrative Writing

Grade 8 Standards	Reading Advantage Level C
8.W.1. Write stories or scripts that include <ul style="list-style-type: none"> • well-developed characters and setting, • dialogue, • clear conflict and resolution, and • sufficient descriptive detail. 	Teacher's Edition: 11, 17, 139, 169, 220, 222, 292, 326, 330, 343

Expository Writing

Grade 8 Standards	Reading Advantage Level C
8.W.2. Write coherent multi-paragraph compositions (including comparison-and-contrast essays) that have <ul style="list-style-type: none"> • a thesis statement, • logical organization, • effective use of detail and rhetorical devices, and • variety in sentence structure including transition sentences to link paragraphs. 	Teacher's Edition: 85
8.W.3. Write content-based research reports that <ul style="list-style-type: none"> • pose relevant questions and define a thesis, • support main idea(s) with details, facts, and explanations from multiple authoritative sources and organize them effectively, • organize and record information on charts, maps, and graphs as appropriate, and • use quotations, footnotes or endnotes, and a standard format for works cited. 	Teacher's Edition: 61, 74, 103, 246, 339
8.W.4. Write and justify interpretations of literary or expository reading that: <ul style="list-style-type: none"> • organize the interpretation around several clear ideas, premises, or images, and • develop and justify the interpretation through sustained use of examples and textual evidence. 	Teacher's Edition: 35, 49, 126, 291, 326

Grade 8 Standards	Reading Advantage Level C
<p>8.W.5. Write persuasive (pro/con) essays that</p> <ul style="list-style-type: none"> • include a well-defined thesis that makes a clear and knowledgeable judgment, • support arguments with well-articulated evidence, examples, and reasoning, differentiating between evidence and opinion, and • arrange details, reasons, and examples effectively anticipating and answering reader concerns and counter-arguments. 	<p>Teacher's Edition: 85, 134, 163, 260, 360</p>

R e v i s i o n

Grade 8 Standards	Reading Advantage Level C
<p>8.W.6. Revise writing for word choice using a variety of references, appropriate organization, consistent point of view, and transitions among paragraphs, passages and ideas.</p>	<p>This standard is not covered.</p>

S t r a n d 7 : M e d i a

Grade 8 Standards	Reading Advantage Level C
<p>8.M.1. Analyze the effect of images, text, and sound in electronic journalism on the viewer, distinguishing the techniques used in each to achieve these effects.</p>	<p>This standard is not covered.</p>
<p>8.M.2. Create multimedia presentations and written reports on the same subject and compare the differences in effects of each medium.</p>	<p>This standard is not covered.</p>

S t r a n d 8 : E n g l i s h L a n g u a g e C o n v e n t i o n s

Grade 8 Standards	Reading Advantage Level C
<p>8.EL.1. Use varied sentence types and sentence openings to reinforce ideas.</p>	<p>This standard is not covered.</p>
<p>8.EL.2. Distinguish phrases from clauses.</p>	<p>This standard is not covered.</p>

Grade 8 Standards	Reading Advantage Level C
8.EL.3. Identify and use infinitives and participles and clear pronoun/antecedent reference, and properly placed modifiers.	This standard is not covered.
8.EL.4. Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.	This standard is not covered.
8.EL.5. Use colons in business letters, semicolons to punctuate independent clauses, and commas when linking two clauses with a conjunction in compound sentences.	This standard is not covered.
8.EL.6. Combine, reorder, and reduce sentences.	This standard is not covered.
8.EL.7. Spell correctly, including commonly confused words (its/it's, affect/effect), irregular plurals (e.g., sheep).	Teacher's Edition: xix, 126, 148, 170



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correlated to
District of Columbia English Language Arts Standards
Grade 9

Strand 1: Language Development

Discussion

Grade 9 Standards	Reading Advantage Level C
9.L.1. Implement techniques to improve productivity of group discussions such as setting clear goals, understanding the purpose of the team project and the ground rules for decision-making, and setting deadlines.	Teacher's Edition: xi, 10, 24, 31, 36, 41, 48, 64, 67, 77-78, 83, 90, 100, 106, 114, 123, 131-132, 138-139, 140, 145, 153, 162, 164, 168-169, 174, 181, 185, 192, 194, 198, 205, 212-213, 220, 223, 227, 235-236, 244, 251, 258-259, 264-265, 272, 284, 290-291, 297, 304-305, 307, 310-311, 317-318, 325, 335, 342, 349, 357-358, 364-365

Questioning, Listening, and Contributing

Grade 9 Standards	Reading Advantage Level C
9.L.2. Summarize in a coherent and organized way the speaker's position or the information and ideas learned from a focused discussion.	This standard is not covered.
9.L.3. Identify the controlling idea or specific purpose of a speech and determine the essential elements that elaborate it.	This standard is not covered.
9.L.4. Assess how word choice and delivery establish the tone and emotion of the speech and impact the audience.	Teacher's Edition: 19, 36, 53, 74, 86, 103, 126, 148, 164, 176, 209, 255, 307, 313, 320, 360

O r a l P r e s e n t a t i o n

Grade 9 Standards	Reading Advantage Level C
9.L.5. Create a rubric (scoring guide) based on categories generated by the teacher and students (content, organization, presentation style, vocabulary) to prepare, improve, and assess the presentations listed in this section.	This standard is not covered.
9.L.6. Deliver focused oral presentations that use details, examples, or anecdotes to explain or clarify information or a point of view, employing proper eye contact, speaking rate, volume, enunciation, inflection, and gestures to communicate ideas effectively.	Teacher's Edition: 36, 127, 149, 159, 185, 277, 313, 361

V o c a b u l a r y D e v e l o p m e n t

Grade 9 Standards	Reading Advantage Level C
9.L.7. Use Greek, Latin, and Norse mythology, the Bible, and other works often alluded to in American and world literature to understand the meanings of new words (e.g., "narcissistic" from the myth of Narcissus and Echo).	This standard is not covered.
9.L.8. Determine the meaning of multiple-meaning words by using context.	Teacher's Edition: 17, 42, 79, 84, 285, 286, 305, 343
9.L.9. Use general and specialized dictionaries, thesauri, glossaries, or related references as needed to understand the meaning of new words.	Teacher's Edition: 115, 139, 140, 163, 254, 298

S t r a n d 3 : I n f o r m a t i o n a l T e x t

E x p o s i t o r y T e x t

Grade 9 Standards	Reading Advantage Level C
9.I.1. Analyze main or controlling idea in passages or paragraphs.	Teacher's Edition: 23, 26, 77, 79, 113, 18, 168, 170, 175, 198, 200, 212, 214, 284, 286, 305

Grade 9 Standards	Reading Advantage Level C
9.I.2. Compare (and contrast) original text to a summary for accuracy of the main ideas, inclusion of critical details, and the extent to which it conveys the underlying meaning of the original text.	Teacher’s Edition: 168, 170, 214
9.I.3. Read a challenging passage and respond to clarifying questions concerning essential textual elements of expository text (e.g., why, who, what, where, when, how, what if).	Teacher’s Edition: 10, 16-17, 24, 31, 41, 48, 57, 64-65, 70-71, 77-78, 83, 90, 100, 106-107, 114, 123, 131-132, 138-139, 145, 153-154, 162, 168-169, 174, 181, 192, 198, 205, 212, 220, 227, 235-236, 244, 251, 258-259, 264-265, 272, 284-285, 290-291, 297, 304-305, 310-311, 317-318, 325, 335, 342, 349, 357-358, 364-365
9.I.4. Explain how one excerpt relates and contributes to the reading selection (e.g., how a sentence relates to a paragraph, how a paragraph relates to a selection).	Teacher’s Edition: 26, 40, 108
9.I.5. Support conclusions drawn from ideas and concepts in informational and technical passages.	Teacher’s Edition: 64, 70, 77-78, 114, 132, 169, 335
9.I.6. Evaluate the appropriateness of an author’s word choice for an intended audience.	This standard is not covered.

D o c u m e n t a n d P r o c e d u r a l T e x t

Grade 9 Standards	Reading Advantage Level C
9.I.7. Describe the objective(s) of document and procedural text (e.g., warranties, product information, manuals, consumer publications) and analyze a document for its “user friendliness” and graphic design.	Teacher’s Edition: 332, 333, 335

A r g u m e n t a n d P e r s u a s i v e T e x t

Grade 9 Standards	Reading Advantage Level C
9.I.8. Describe the central argument and its elements (e.g., argument by cause and effect, analogy, authority, emotion, or logic) in text.	Teacher’s Edition: 83, 134, 162, 158

Grade 9 Standards	Reading Advantage Level C
9.I.9. Identify figurative language and rhetorical structures (parallel structure, quotations, examples, exaggeration, emotional appeal) used to engage the audience.	Teacher's Edition: 82-84, 85, 164, 260, 349

Strand 4: Literary Text

Connections

Grade 9 Standards	Reading Advantage Level C
9.LT.1. Relate literary works to the cultural traditions of their time.	Teacher's Edition: 120, 121, 125

Genre

Grade 9 Standards	Reading Advantage Level C
9.LT.2. Compare (and contrast) the illustration of the same theme in two different literary genres using their structural features as the basis for the comparison (e.g., use a novel and a play or a poem and a short story to explain how the selection of genre shapes the message).	This standard is not covered.

Theme

Grade 9 Standards	Reading Advantage Level C
9.LT.3. Compare (and contrast) classic works of literature that deal with similar topics and problems (e.g., individual and society, meaning of friendship, freedom and responsibility).	This standard is not covered.

F i c t i o n

Grade 9 Standards	Reading Advantage Level C
9.LT.4. Determine a character's traits from what he/she says about himself/herself (e.g., dramatic monologues, soliloquies).	This standard is not covered.
9.LT.5. Contrast points of view (e.g., first vs. third, limited vs. omniscient, subjective vs. objective) in literary text.	Teacher's Edition: 174

L i t e r a r y N o n f i c t i o n

Grade 9 Standards	Reading Advantage Level C
9.LT.6. Identify the thesis of a historically important speech and determine the essential elements that elaborate it.	This standard is not covered.

P o e t r y

Grade 9 Standards	Reading Advantage Level C
9.LT.7. Identify, respond to, and analyze the effects of sound (alliteration, onomatopoeia, rhyme scheme, consonance, assonance), figurative language (personification, metaphor, simile, hyperbole, symbolism), and dramatic structure.	Teacher's Edition: 35, 52, 102, 108, 170, 240, 246, 276, 312, 344

D r a m a

Grade 9 Standards	Reading Advantage Level C
9.LT.8. Identify and analyze types of dramatic literature (e.g., elements and techniques authors use to create a comedy or tragedy).	This standard is not covered.
9.LT.9. Describe the functions of playwright, director, technical designer, and actor.	Teacher's Edition: 204

S t y l e a n d L a n g u a g e

Grade 9 Standards	Reading Advantage Level C
9.LT.10. Identify and analyze patterns of imagery or symbolism in literary selections.	This standard is not covered.
9.LT.11. Describe the importance of sentence variety in the overall effectiveness of an imaginary/literary work.	This standard is not covered.

T r a d i t i o n a l N a r r a t i v e a n d C l a s s i c a l L i t e r a t u r e

Grade 9 Standards	Reading Advantage Level C
9.LT.12. Identify archetypes in classical literature (e.g., journey of a hero).	Teacher's Edition: 120
9.LT.13. Analyze the characters, structure, and themes of classical Greek drama and epic poetry (e.g., the conflict between Creon and Antigone in Sophocles' <i>Antigone</i> as a manifestation of the eternal struggle between human and divine law).	Teacher's Edition: 120

Strand 5: Research

Grade 9 Standards	Reading Advantage Level C
<p>9.R.1. Formulate open-ended research questions and apply steps for obtaining and evaluating information from a variety of sources, organizing information, and presenting research:</p> <ul style="list-style-type: none"> • Gather relevant information from a variety of print and electronic sources (books, magazines, newspapers, the Internet) as well as from direct observation, interviews, and surveys. • Locate specific facts by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indexes, key/guide words, topic sentences, concluding sentences, endnotes, footnotes, bibliographic references) in expository text. • Organize information from both primary and secondary sources by taking notes, outlining ideas, paraphrasing information and by making charts, conceptual maps, and/or timelines. • Make distinctions about the strengths, limitations, and overall quality of resources including information gathered from websites. • Present research using the Standards in the Writing strand and select a design layout and format for the document (e.g., font, page set up, line spacing, indents). • Document information and quotations and use a consistent format for footnotes or endnotes. • Use standard bibliographic format to document sources (e.g., MLA, APA, Chicago Style). 	<p>Teacher’s Edition: 19, 27, 44, 61, 74, 80, 93, 103, 127, 149, 159, 185, 201, 215, 223, 241, 255, 266, 277, 287, 293, 300, 307, 313, 339, 345, 353, 361</p>

Strand 6: Writing

Imaginative / Narrative Writing

Grade 9 Standards	Reading Advantage Level C
9.W.1. Write well-organized stories that include <ul style="list-style-type: none"> • an explicit theme, and, • sensory details and concrete language to develop plot and character. 	Teacher's Edition: 11, 17, 139, 169, 220, 222, 292, 326, 330, 343

Expository Writing

Grade 9 Standards	Reading Advantage Level C
9.W.2. Produce functional texts (e.g., memos, e-mails, correspondence, project plans, proposals, bios) that <ul style="list-style-type: none"> • address audience needs, state purpose and context, and • adopt a customary format including proper salutation, closing, and signature when appropriate. 	Teacher's Edition: 26, 41, 66, 84, 101, 103, 107, 114, 118, 159, 213, 265, 266, 286, 297-298, 313, 320, 321, 335, 336, 344, 360
9.W.3. Write and justify interpretations of literary or expository reading that: <ul style="list-style-type: none"> • develop an interpretation which exhibits careful reading, understanding, and insight, • organize the interpretation around several clear ideas, premises, or images, and, • develop and justify the interpretation through sustained use of examples and textual evidence. 	Teacher's Edition: 35, 49, 126, 291, 326
9.W.4. Write content-based research papers that <ul style="list-style-type: none"> • prove a thesis statement using logical organization, • include well-constructed paragraphs that build an effective argument with well-articulated supporting evidence, and • use quotations, footnotes or endnotes, and a standard bibliographic format. 	Teacher's Edition: 61, 74, 246, 339

Grade 9 Standards	Reading Advantage Level C
<p>9.W.5. Write persuasive (problem/solution) essays that include</p> <ul style="list-style-type: none"> • a thesis or purpose of the paper, • a logical organizational pattern, • persuasive evidence or explanation for the validity of the assertions, • different levels of formality, style, and tone when composing for different audiences, and • effective introductory and concluding paragraphs that guide and inform the reader's understanding of key ideas and evidence. 	<p>Teacher's Edition: 85, 134, 163, 260, 360</p>

Revision

Grade 9 Standards	Reading Advantage Level C
<p>9.W.6. Revise writing to improve the topic/idea development, organization, language/style, word choice, and the tone in light of the audience, purpose and formality of the context.</p>	<p>This standard is not covered.</p>

Strand 7: Media

Grade 9 Standards	Reading Advantage Level C
<p>9.M.1. Compare and contrast how media genres (nightly news, newsmagazines, documentaries, Internet) cover the same event.</p>	<p>This standard is not covered.</p>
<p>9.M.2. Analyze visual or aural techniques used in a media message for a particular audience and evaluate their effectiveness.</p>	<p>This standard is not covered.</p>
<p>9.M.3. Analyze the use of rhetorical devices for their intent and effects (cadence, repetitive patterns, use of onomatopoeia).</p>	<p>This standard is not covered.</p>
<p>9.M.4. Apply and adapt the principles of written composition in the creation of media presentations that effectively use graphics, images, and/or sound.</p>	<p>This standard is not covered.</p>

Strand 8: English Language Conventions

Grade 9 Standards	Reading Advantage Level C
9.EL.1. Identify nominalized, adjectival, and adverbial clauses.	This standard is not covered.
9.EL.2. Recognize and use verbals: participles, gerunds, and infinitives.	This standard is not covered.
9.EL.3. Know the difference between active and passive voice and when to choose between the two in writing.	This standard is not covered.
9.EL.4. Identify and use hyphen, dash, brackets or semicolon between two clauses of a compound sentence not joined by a conjunction.	This standard is not covered.
9.EL.5. Identify and use correctly <ul style="list-style-type: none"> • correct and consistent verb tense (present, past, and future perfect and perfect progressive; regular and irregular verbs; transitive and intransitive verbs), and subject-verb agreement • appropriate noun-pronoun agreement (nominative, objective, possessive, reflexive, and relative pronouns; pronoun/antecedent agreement; and clear pronoun reference) 	This standard is not covered.
9.EL.6. Identify and use functional sentence structure: <ul style="list-style-type: none"> • make effective use of parallel structure • properly placed modifiers • avoid run-on sentences, comma splices, and sentence fragments • use different types of clauses and phrases, including adverb and adjective clauses • use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures 	This standard is not covered.



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District of Columbia English Language Arts Standards
Grade 10

S t r a n d 1 : L a n g u a g e D e v e l o p m e n t

D i s c u s s i o n

Grade 10 Standards	Reading Advantage Level C
10.L.1 Participate productively in self-directed work teams for a particular purpose, including posing relevant questions; extracting essential information from others' input, building on the ideas of others, and contributing relevant information or ideas in group discussions; and summarizing orally, in a coherent and organized way, information and ideas learned.	Teacher's Edition: xi, 13, 19, 36, 44, 53, 61, 67, 80, 86, 93, 118, 164, 171, 185, 215, 223, 231, 255, 307, 345

Q u e s t i o n i n g , L i s t e n i n g , a n d C o n t r i b u t i n g

Grade 10 Standards	Reading Advantage Level C
10.L.2. Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.	Teacher's Edition: 164
10.L.3. Analyze the ways in which the style and structure of a speech support or frustrate its meaning or purpose.	This standard is not covered.
10.L.4. Critique the impact of diction and syntax used by speakers upon purpose and audience.	This standard is not covered.

O r a l P r e s e n t a t i o n

Grade 10 Standards	Reading Advantage Level C
10.L.5. Create a rubric (scoring guide) based on categories generated by the teacher and students (content, organization, presentation style, vocabulary) to prepare, improve, and assess the presentations listed in this section.	This standard is not covered.
10.L.6. Analyze effective speeches (e.g., Martin Luther King’s “I Have a Dream” address) and deliver a speech with some of the same rhetorical features.	This standard is not covered.
10.L.7. Give formal and informal talks, using appropriate level of formality for audience and purpose and rhetorical devices (e.g., alliteration, analogy, expletive, hyperbole, metaphor, parallelism, simile).	Teacher’s Edition: 36, 127, 149, 159, 185, 277, 313, 361

V o c a b u l a r y D e v e l o p m e n t

Grade 10 Standards	Reading Advantage Level C
10.L.8. Identify and use idioms, cognates, and the literal and figurative meanings of words in speaking and writing.	Teacher’s Edition: 92
10.L.9. Distinguish between the denotative and connotative meanings, of words and interpret the connotative power of words.	Teacher’s Edition: 71
10.L.10. Use general dictionaries, specialized dictionaries, thesauri, histories of language, books of quotations, and other related references as needed.	Teacher’s Edition: 115, 139, 140, 163, 254, 298

Strand 3: Informational Text

Expository Text

Grade 10 Standards	Reading Advantage Level C
10.I.1. Summarize main ideas in passages objectively; distinguish between a summary and a critique.	Teacher's Edition: 79, 175, 305, 369
10.I.2. Explain the author's stated or implied purpose(s) for writing expository text.	Teacher's Edition: 9, 12, 40, 48, 64, 83, 106, 131, 144, 148, 162, 244, 284, 304, 349, 356
10.I.3. Describe the controlling idea or specific purpose of passages and paragraphs, and determine the essential elements that elaborate it.	Teacher's Edition: 23, 26, 77, 79, 113, 18, 168, 170, 175, 198, 200, 212, 214, 284, 286, 305
10.I.4. Analyze implied or subtly stated interrelationships between and among ideas and concepts within expository text, such as cause and effect, problem and solution, comparison and contrast.	Teacher's Edition: 17, 41, 48, 100, 106, 138, 174, 181, 198, 235, 258-259, 264, 290, 291, 297, 349, 364
10.I.5. Make relevant inferences by synthesizing concepts and ideas from a single reading selection.	Teacher's Edition: 31, 90, 107, 123, 153, 168, 198, 213, 236, 244, 272, 342

Document and Procedural Text

Grade 10 Standards	Reading Advantage Level C
10.I.6. Synthesize information from multiple sources (e.g., maps, illustrations, schematic diagrams, manuals, product information, consumer publications) to draw conclusions about the ideas presented.	This standard is not covered.
10.I.7. Analyze the presentation of information.	Teacher's Edition: 334-335, 339

A r g u m e n t a n d P e r s u a s i v e T e x t

Grade 10 Standards	Reading Advantage Level C
10.I.8. Distinguish supported inferences from unsupported inferences in selections such as editorials, newspaper articles, essays, reviews, and critiques.	This standard is not covered.
10.I.9. Analyze the logic and use of evidence in an author's argument.	Teacher's Edition: 83, 134, 162, 158
10.I.10. Describe how persuasive and rhetorical techniques (e.g., repetition, sentence variety, understatement, overstatement, irony, sarcasm) contribute to the power of persuasive text, given the audience, purpose, and occasion.	Teacher's Edition: 82-84, 85, 164, 260, 349

S t r a n d 4 : L i t e r a r y T e x t

C o n n e c t i o n s

Grade 10 Standards	Reading Advantage Level C
10.LT.1. Relate a literary work to primary source documents of its literary period or historical setting.	Teacher's Edition: 209

G e n r e

Grade 10 Standards	Reading Advantage Level C
10.LT.2. Compare (and contrast) the presentation of a theme or topic across genres to explain how the selection of genre shapes the message.	This standard is not covered.

T h e m e

Grade 10 Standards	Reading Advantage Level C
10.LT.3. Analyze the way in which the theme or meaning of a selection represents a view or comment on life providing textual evidence for the identified theme.	Teacher's Edition: 123

F i c t i o n

Grade 10 Standards	Reading Advantage Level C
10.LT.4. Analyze such elements in fiction as foreshadowing, flashbacks, suspense, and irony.	Teacher's Edition: 35, 36, 126, 150, 154, 226, 230, 330
10.LT.5. Explain how voice, narrator, and point of view affect tone, characterization, plot, and credibility.	Teacher's Edition: 30, 174

L i t e r a r y N o n f i c t i o n

Grade 10 Standards	Reading Advantage Level C
10.LT.6. Analyze the ways in which the style (imagery, symbolism, figurative language) and structure of a speech support or confound its meaning or purpose.	This standard is not covered.
10.LT.7. Analyze denotation, connotation, and irony contained within classical essays and memoirs.	This standard is not covered.

P o e t r y

Grade 10 Standards	Reading Advantage Level C
10.LT.8. Identify, respond to, and analyze the effects of the form and dramatic structure of ballads, elegies, sonnets, and heroic couplets.	This standard is not covered.

D r a m a

Grade 10 Standards	Reading Advantage Level C
10.LT.9. Identify and analyze how dramatic conventions support, interpret, and enhance dramatic text (e.g., dual role of a chorus as advisor to characters as well as informant to the audience).	Teacher's Edition: 30, 122, 127, 204, 209

S t y l e a n d L a n g u a g e

Grade 10 Standards	Reading Advantage Level C
10.LT.10. Analyze the author's use of figurative language, including personification, symbolism, simile, metaphor, hyperbole, allusion, and imagery in a poetry selection.	Teacher's Edition: 35, 240
10.LT.11. Evaluate how an author's choice of words advances the theme or purpose of a work.	Teacher's Edition: 35, 65, 140, 240, 252, 254

T r a d i t i o n a l N a r r a t i v e a n d C l a s s i c a l L i t e r a t u r e

Grade 10 Standards	Reading Advantage Level C
10.LT.12. Compare the characters, structure, and themes of classical myths, drama, and epic poetry with contemporary novels and film (e.g., Milton's <i>Paradise Lost</i> and the film version <i>The Natural</i>).	This standard is not covered.
10.LT.13. Analyze the influence of mythic, traditional, or classical literature on later literature and film (e.g., the archetypal theme of "the fall" from the Old Testament as they read Hawthorne's "Rapaccini's Daughter").	This standard is not covered.

Strand 5: Research

Grade 10 Standards	Reading Advantage Level C
<p>10.R.1. Formulate open-ended research questions and apply steps for obtaining and evaluating information from a variety of sources, organizing information, and presenting research:</p> <ul style="list-style-type: none"> • Gather relevant information from a variety of print and electronic sources (books, magazines, newspapers, the Internet) as well as from direct observation, interviews, and surveys. • Locate specific facts by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indexes, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text. • Organize information from both primary and secondary sources by taking notes, outlining ideas, paraphrasing information and by making charts, conceptual maps, and/or timelines. • Make distinctions about the strengths, limitations, and overall quality of resources including information gathered from websites. • Present research using the Standards in the Writing strand and, when appropriate, using two or more forms of multimedia, incorporating sound, visuals, motion, and/or text (e.g., clip art, sound clips, photographs, print). • Document information and quotations and use a consistent format for footnotes or endnotes. • Use standard bibliographic format to document sources (e.g., MLA, APA, Chicago Style). 	<p>Teacher’s Edition: 19, 27, 44, 61, 74, 80, 93, 103, 127, 149, 159, 185, 201, 215, 223, 241, 255, 266, 277, 287, 293, 300, 307, 313, 339, 345, 353, 361</p>

Strand 6: Writing

Imaginative / Narrative Writing

Grade 10 Standards	Reading Advantage Level C
10.W.1. Write well-organized stories that include <ul style="list-style-type: none">• explicit and implicit theme,• a range of narrative strategies such as dialogue and suspense, and• details that contribute to a definite mood or tone.	Teacher's Edition: 11, 17, 139, 169, 220, 222, 292, 326, 330, 343
10.W.2. Write poems using a range of poetic techniques, forms (sonnet, ballad), and figurative language.	Teacher's Edition: 36, 53, 67, 80, 171, 215, 241, 276, 312, 345, 369

Expository Writing

Grade 10 Standards	Reading Advantage Level C
10.W.3. Write and justify interpretations of literary or expository reading that <ul style="list-style-type: none">• extend beyond summary and literal analysis in responding to a literary work,• connect own responses to the writer's techniques and to specific textual references,• draw supported inferences about the effects of a literary work on its audience, and• support judgments through references to the text, other works, other authors, or to personal knowledge.	Teacher's Edition: 35, 49, 126, 291, 326

Grade 10 Standards	Reading Advantage Level C
<p>10.W.4. Write content-based research reports that</p> <ul style="list-style-type: none"> • marshal evidence in support of a thesis, • convey information and ideas from primary and secondary sources accurately and make coherent distinctions about the relative value and significance of specific data, facts, and ideas, • organize and record information on charts, maps, and graphs for use as visuals, employing appropriate technology, • anticipate and address the reader's potential misunderstandings, biases, and expectations, and • use technical terms and notations accurately. 	<p>Teacher's Edition: 61, 74, 246, 339</p>
<p>10.W.5. Write persuasive (controversial issue) essays that</p> <ul style="list-style-type: none"> • structure ideas and arguments in a sustained and logical fashion, • engage the reader, • use specific rhetorical devices to back up assertions (e.g., via an appeal to logic through reasoning; via an appeal to emotion or ethical belief; or by personal anecdote, case study, or analogy), • clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning, and • anticipate and address the reader's concerns and counterclaims. 	<p>Teacher's Edition: 85, 134, 163, 260, 360</p>

Revision

Grade 10 Standards	Reading Advantage Level C
<p>10.W.6. Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone in light of the audience, purpose, and formality of the context.</p>	<p>This standard is not covered.</p>

Strand 7: Media

Grade 10 Standards	Reading Advantage Level C
10.M.1. Recognize strategies used by media to inform, persuade, entertain, and transmit culture (e.g., advertising, perpetuation of stereotypes, use of visual representations, special effects, and language).	Teacher's Edition: 61
10.M.2. Analyze the effect on the reader's or viewer's emotions of text and image in print journalism, and images, sound, and text in electronic journalism, distinguishing techniques used in each to achieve these effects.	This standard is not covered.
10.M.3. Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them (e.g., compare Shakespeare's <i>Henry V</i> to Kenneth Branagh's 1990 film version).	This standard is not covered.
10.M.4. Create media presentations that effectively use graphics, images, and/or sound to present a distinctive point of view on a topic.	Teacher's Edition: 222, 330, 369

Strand 8: English Language Conventions

Grade 10 Standards	Reading Advantage Level C
10.EL.1. Analyze the structure of a sentence (traditional diagram, transformational model).	This standard is not covered.
10.EL.2. Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerunds, infinitives, and participles), mechanics (e.g., semicolons, colons, ellipses, and hyphens), usage (e.g., tense consistency), and sentence structure (parallel structure, properly placed modifiers).	This standard is not covered.
10.EL.3. Use ending punctuation; correct internal punctuations (commas, ellipses, colons, semicolons, parentheses); apostrophes for contractions and possessives; and correct punctuation for quotations (quotation marks, ellipses, brackets).	This standard is not covered.

Grade 10 Standards	Reading Advantage Level C
10.EL.4. Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.	This standard is not covered.
10.EL.5. Reflect appropriate manuscript requirements including: <ul style="list-style-type: none"> • title page presentation • pagination • spacing and margins • integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) 	This standard is not covered.



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